**Name**: Joshua Weinman **Subject**: English

**Date**: 7/6/121 **Grade Level**: 9 Regents

**Time Required**: 41 minutes

**Thinking Skills: Reading Skills: Writing/Speaking Skills:**

* Vocabulary - set a purpose - taking notes
* Analysis - taking notes - descriptive writing
* Synthesis - making inferences
* interpretation

**Description**: Students will begin with a four-square vocabulary organizer, focusing on the word, *Sanctuary*. Then, they will read silently the brief section in Speak entitled *Sanctuary.* While they read, they will use the Inference Notes strategy, with the goal of drawing some conclusions about the protagonist’s sanctuary. Then, in pairs, students will share their notes. We can follow this with a whole class discussion of the section. As a post-reading, they will do some descriptive writing about their ownsanctuary.

**Essential Questions**:

* Why is the protagonist writing about a sanctuary?
* Why do people need sanctuaries?

**Common Core Standards:**

* Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
* Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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| Objectives:  *At the end of the lesson, students will be able to…* | Assessments:*I will know they can do this because they will…* |
| 1. understand the word sanctuary | 1. complete a four-square vocabulary organizer |
| 2. comprehend the protagonist’s choices in helping herself out of precarious situations | 2. complete Inference Notes |
| 3. see the importance of sanctuaries | 3. do some descriptive/personal writing |
|  |  |

**Pre-Reading**

**Procedure before Reading:**

1. Discuss vocabulary, focusing on the word, sanctuary, which is the title of a section early on in Speak.
2. Use the four-square vocabulary organizer to discuss the word.

**During Reading**

**Procedure while Reading:**

1. Students will read the section entitled *Sanctuary* silently.
2. While reading they will use Inference Notes, which focuses on an analysis of quotes that connects to the subject (sanctuary).

**Post-Reading**

**Procedure after Reading:**

1. Students will pair up and share their notes.
2. Then, each pair can share back to the whole class, getting a sense of what the main character’s sanctuary is or could be, and why it might be important.
3. Students can then do some descriptive writing, identifying their personal sanctuary, describing what it is, and why it’s their sanctuary.

**Learning Styles:** linguistic, logical, creative

**Scaffolding**: Students will use their own experiences, especially the one that includes being a new student in high school.

**Materials:**

* **Speak** by Laurie Halse Anderson
* 4-square vocabulary organizer
* Inference Notes

http://www.englishcompanion.com/pdfDocs/inferencenotes.pdf

\*Please attach all student handouts

FOUR SQUARE VOCABULARY ORGANIZER

WORD - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DEFINTION –

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PART OF SPEECH –

ANTONYMS - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pictures, Symbol, or Sentence Clue -

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Fit two pages to screen

Shift+Ctrl+FCompact controls

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